Wellesley High School Facilities Advisory Committee

Report of Committee Findings and Recommendations

Presented to Wellesley School Committee on April 3, 2005
Revised April 5, 2005

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Background

At the 2004 Annual Town Meeting, the Wellesley School Committee requested funding for schematic design for an addition and partial renovation of the High School. The project scope was based largely on the November 2003 report of the Wellesley Middle School & High School Facilities Advisory Committee (Appendix A). The estimated High School project cost was $16 Million to $20 Million. Town Meeting appropriated $650,000 to the Permanent Building Committee (PBC) for the purpose of developing the schematic design of the addition and partial renovation. For the purposes of clarity, this scope will be called the "May 2004 Scope" in later sections of this report.

At the December 2004 Special Town Meeting, the School Committee presented an update on the High School project and advised that the schematic design funded at the 2004 Annual Town Meeting had been completed. During the design process, some changes to the work scope had been included and this modified scope, called "Phase I", was estimated to cost $20 Million.

Although the Phase I and the May 2004 scopes were similar, there were some significant differences. These included a different location of the addition, changes to which specific areas would be renovated, and the level of renovation to be done in those areas. The School Committee also reported that conditions at the High School warranted extensive renovations – far beyond those contemplated in the May 2004 Scope. The Phase I scope of work was structured assuming that these additional renovations, called "Phase II", would follow.

The School Committee requested an additional $610,000 in schematic design funds for Phase II. Since this new schematic design represented the first in-depth analysis of Phase II, hard cost estimates were not available. However, the School Committee provided a very rough estimate, based on cost per square foot of space to be renovated, which suggested that Phase II would cost between $37 Million and $42 Million.

The change in scope came as a surprise to many Town Meeting Members. Further, the magnitude of the proposed project prompted many Town Meeting Members to request long term renovation/building plans and schedules for <u>every</u> school in Wellesley.[1]

Faced with the combined cost estimates for Phases I and II of $57 Million to $62 Million, Town Meeting voted against the design funds. Additionally, Town Meeting suggested that a high school facilities committee be organized to evaluate not only the scope of the renovation/addition needs of the existing high school, but also the feasibility of building a new high school.

The Wellesley High School Facilities Advisory Committee

In January of 2005, the School Committee appointed 12 Town residents to the Wellesley High School Facilities Advisory Committee, hereafter referred to as "the Committee", to assist them in evaluating the options relating to Wellesley High School. A listing of Committee members is provided in Appendix B.

[1] The 2004 Annual Town Meeting made changes to the Town By-Laws requiring that a detailed Town-wide financial plan be presented at each subsequent Annual Town Meeting. The 2005 Annual Town Meeting will be the first time that this By-Law will be put into practice. The School Committee has indicated that they will present a renovation/building plan and schedule for each of the Town schools at that time.

The School Committee's charge to the Committee was to:

- review the facility needs of the high school, based on the current education program;
- review the feasibility of a new high school facility including land availability, estimated cost, and time line;
- review the feasibility of an addition to and renovation of the existing facility, including cost and time line; and
- present findings to the School Committee prior to the 2005 Annual Town Meeting.

Over a seven week period, the Committee, along with some members of the School Committee, gathered to review and discuss information pertinent to fulfilling its charge. The committee interviewed the High School Principal, the Superintendent, the Assistant Superintendent, the Schools' Director of Buildings and Grounds, the Permanent Building Committee, and the current project architects, Symmes Maini & McKee Associates (SMMA).

In addition to touring Wellesley High School, the committee also toured Lincoln-Sudbury High School as an example of a new facility, and Lexington High School as an example of a renovated facility. The committee also reviewed the following key documents:

- Feasibility Study conducted by Design Partnership of Cambridge, dated May 2003;
- Wellesley High School Schematic Design Submission by project architects SMMA, dated January 17, 2005;
- Indoor Air Quality Assessment Report prepared by the Massachusetts Department of Public Health, dated November 17, 2004;
- Report of the Permanent Building Committee, dated February 5, 2005;
- Enrollment Projections of Wellesley Public Schools, dated October 2004;
- The November 2003 recommendations made by a prior facilities advisory committee pertaining to the High School; and
- Massachusetts School Construction Regulations, 603 CMR 38.00.

Committee Findings

Scope of High School Project

Original Scope

In 2003, the School Committee's charge to the prior Facilities Advisory Committee was to recommend renovations and/or additions that would sustain the facility, enrollments, all accessibility issues, and programs for 10 to 15 years. The earlier Committee's recommendations (and the May 2004 scope) focused on this planning horizon and relied heavily on the May 2003 feasibility study conducted by Design Partnership of Cambridge.

Developments and Project Scope Revisions

Between the 2004 Annual Town Meeting and the December 2004 Special Town Meeting, developments prompted the School Committee to re-evaluate the project scope.

- Updated enrollment projections and birth numbers were higher than prior estimates.
- The prospects for Massachusetts School Building Authority (SBA) funding improved. This prompted the School Committee, while assuming 40% reimbursement from the Commonwealth, to focus on a more extensive project that could carry the Town for 50 years. *Looking at a 50 year timeframe, rather than 10 to 15 years, represented a major shift in the facility evaluation.*

Given the new developments and assumptions, the School Committee revised the objectives of the High School project to extend the useful life of the High School for 50 years and to accommodate increased enrollment. As with the earlier scope, a building addition was included to address the enrollment increases. To extend the useful life of the High School by 50 years, the School Committee concluded that a full scale renovation would be needed.

As the Schools and PBC worked through these new objectives, they broke the project into Phases I and II. Some renovation tasks to address accessibility issues, which had been included in the May 2004 scope, were shifted into Phase II. A renovation of the cafeteria, not included in the May 2004 scope, was included in Phase I. As a consequence, the scope of Phase I ultimately mandates Phase II. This is due to (1) the required items not being addressed in Phase I and (2) the cost of Phase I triggering requirements that the entire building must be brought to current Americans with Disabilities Act (ADA) code.[2] Regardless of these triggered requirements, the School Committee cites the presence of disabled students in lower grades in the system as a rationale for bringing the High School into compliance with ADA code.

Additional Observations Pertaining to Project Scope Revisions

While reviewing these developments and scope revisions, the Committee also noted the following.

- The School Committee states that, since a full renovation will address all needs at the High School, the scope is in response to their interpretation of Town Meeting's prior requests for a full financial picture of the needs of all school buildings.
- Since the proposed options delineated in the Design Partnership study do not include a complete renovation of the High School, that study is less relevant and less useful to the currently contemplated scope.

[2] These requirements are triggered when the costs of a renovation project exceed 30% of assessed value of the building.

Conditions at the High School

The available data and member observations while touring the High School lead the Committee to conclude that physical conditions at the High School are substandard in both condition and space. This was particularly troubling to many of the members in that the condition of the facilities negatively affects the health, safety, and morale of the students and teaching professionals, the educational experience of the students, and the sense of pride that the students develop with their school and the community.

The Committee believes that each of the problem conditions with the building fall into one or more of the categories listed below.

- Awkward flow, due to eight different building additions and space configurations
- Failed/failing systems
- Overcrowding, causing inappropriate spaces pressed into instructional and/or office use
- Poor general condition and appearance

Common issues throughout the building include

- poor air quality, particularly in the carpeted areas of the 1938 wing;
- broken windows replaced with cardboard or wood;
- lack of heat in some rooms, too much heat in other rooms;
- bathrooms in serious disrepair;
- broken and/or loose floor tiles;
- inadequate electrical outlets resulting in wires across rooms;
- poor lighting; and
- materials piled on top of unit ventilators blocking the flow of air.[3]

Many issues appear to be the result of a lack of maintenance and poor ongoing cleaning.[4] This is supported by the findings of the Indoor Air Quality Assessment and comments from members of School Administration and the School Committee. The School Administration and the School Committee also suggest that Town budget constraints have resulted in under-funded maintenance budgets.

The Committee's final assessment of the condition of the existing building is that prior studies of the High School lacked the information necessary for the Committee to make specific recommendations on the scope of any renovation or new building. The Design Partnership study

[3] One Committee member observed that, in cases where unit ventilators were malfunctioning, teachers would block the units to prevent excessive heat or cold in their classrooms.

[4] This is an issue raised by the prior Committee. In their report, they recommended that the School Committee clearly articulate its school building maintenance philosophy into an on-going program and identify how the Schools expect to support such a program.

indicates that systems will need "work" within the next 10-20 years. What does this really mean? Is this true of all components of the systems or are there components that have a longer projected useful life?

The following areas need clarification:

- the condition and useful life of *all* building systems (electrical, mechanical, etc.) including thermostats, plumbing, fire protection (including sprinklers and alarms), clocks, and annunciators;
- the options and costs associated with replacing/repairing said systems; and
- the range of options regarding ADA compliance. (For example, the concepts presented at the December 2004 Special Town Meeting included enlarging classroom doors to improve accessibility. But, enlarging the doors can create a chain reaction of new work requirements including new finishes, etc. Does the governing regulation state that this is indeed a requirement? What are the alternatives? What are the triggers that require additional work to comply with the various codes and regulations?)

Enrollment and School Capacity

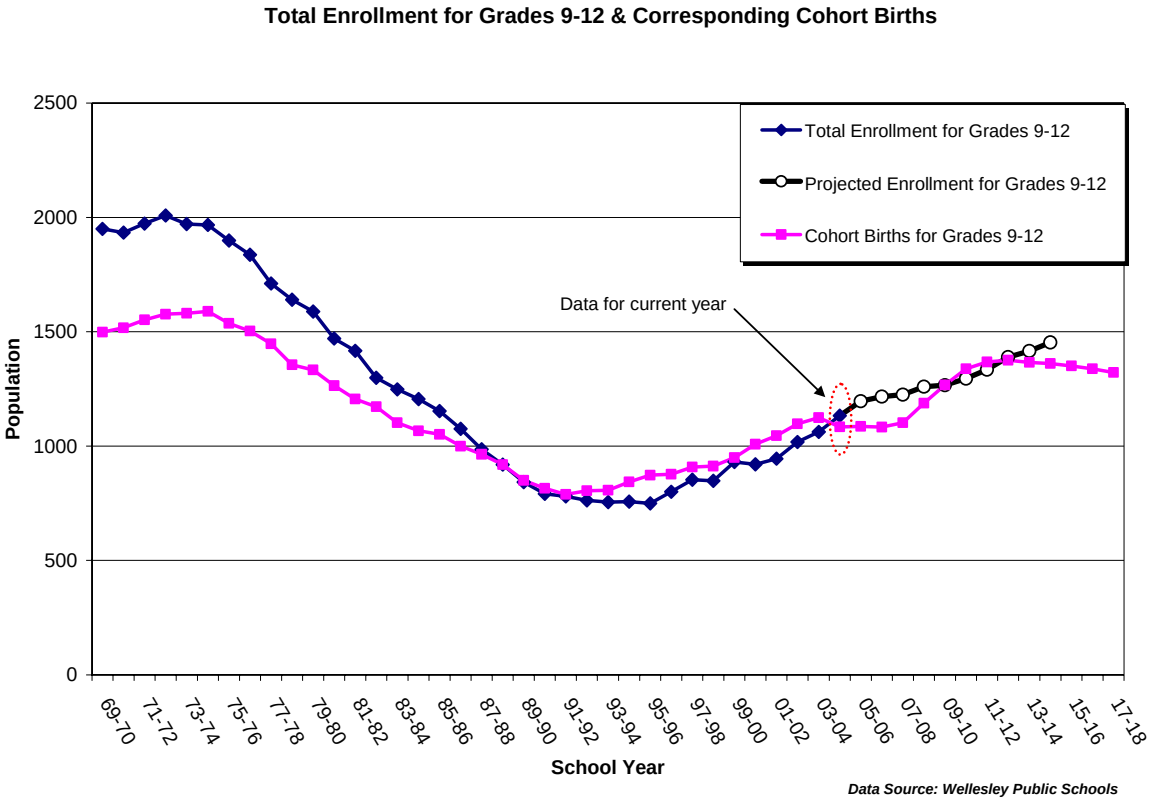
Enrollment

The School Department projects that the High School enrollment will increase every year for at least the next ten years, adding at least 300 students to its present enrollment of 1,156. It does not appear that these projections include variables such as migration into Wellesley. Further, the Committee questioned whether it is possible to refine the projection methodology by factoring in the number of housing units and an average number of school-age children per housing unit in order to incorporate the impact of new housing growth into enrollment projections.

The School Department projects enrollment at the Middle School to peak in FY12 with 1,155 students. This leads the Committee to observe that the students comprising the peak population at the Middle School are of the same cohort[5] which comprises the projected peak enrollment at the High School in FY15.

The figure below illustrates the relationship between the historical enrollment levels in Grades 9-12 and the corresponding cohort births. The School Department's enrollment projections for future years are also shown. The trend in the cohort births suggests that the High School enrollment will stay at its peak for three to four years and then begin to decline. However, since the cohort birth data ends at FY17, the Committee has no basis on which to guess enrollment trends beyond this planning horizon using the current method.

[5] A "cohort" is defined as a group of individuals born in the same calendar year or group of years.



The foregoing information about projected enrollment and cohort births, in concert with its own review of the accuracy of prior High School enrollment projections, lead the Committee to conclude that the projected peak enrollment of 1,453 is reasonable for capacity planning purposes. What is less clear is whether and/or how long the peak enrollment will be sustained.

School Capacity

The Committee notes that much, if not all, of the available space at the high school is being used, although not always appropriately. High School personnel have converted utility rooms and other areas into teaching or office spaces.

While it is not clear what other alternatives had been considered by the School Committee to maximize High School capacity without the need to renovate or build, the Committee does acknowledge that some may be difficult and/or expensive to implement, and others would compromise the current educational programs. Some alternative approaches to increasing capacity include:

1. Process redesign (e.g. cafeteria layout, number of lunch periods);
2. Program redesign. Examples of program redesign might include
    a. change to Grades 10-12 for High School
    b. change the length of the school day; and
3. Modular use to accommodate all or part of enrollment increases.

Project Options

Based on our discussions to date, the Committee believes that its recommendations will fall within one of four options.[6]

1. **Limited Renovation and Classroom Addition**

   This option includes a 15 classroom addition, selected repairs, relocating the library, and code upgrades. Many of the work elements found in this limited approach are contained within the Phase I and/or May 2004 scopes.

2. **Full Gut Rehab of High School with Classroom Addition**

   This approach involves an extensive renovation of the High School and a 15 classroom addition. This option is similar in scope to the Phases I and II approach presented to the December 2004 Special Town Meeting.

3. **Build a New High School on Clean Site**

   By definition, the clean site option assumes that a suitable site, a "greenfield site", is available for this purpose. Only one potential site has been brought to the attention of the Committee – the athletic fields across from the current High School, land that is currently under the control of the Natural Resources Commission with deed restrictions.[7]

4. **Build a New High School on Current Site.**

   This option would use the existing open space on the site for incremental building additions leading to the full or partial replacement of the existing High School.

Regardless of which approach is used, it is a given that modular units will be part of the High School's future. The only questions are when, in what numbers, and for how long. Even with a limited renovation, modulars will be needed for "swing space" to replace classrooms and/or other facilities during construction of an addition, and renovation of other spaces. Further, in any larger-scale renovation, and certainly in any new construction using any part of the existing site, modulars would have to be used both as swing space and almost certainly also as classrooms to accommodate increasing enrollment on an interim basis.[8]

The Committee recommends that each option be evaluated using the following criteria:

1. Impact upon the health and safety of staff, students, and teachers.

2. Project Costs.

[6] The Committee recognizes that the issues at the High School may be addressed in a variety of approaches. A generic listing of approaches discussed by the Committee is shown in Appendix C. The four project options are derived from this list.

[7] The Committee understands that this site is designated as "Parkland" and that an act of the State Legislature is necessary to before this site could be used for building.

[8] As SMMA architects recently pointed out to this Committee, even a "Phase I" will take 5-6 years to complete, which means that no new space would be available until 2011-2012 at the earliest. By that time, increasing enrollment will have required the use of modular units to house some of the regular instruction provided at the High School.

3. Impact upon the on-going school operation, students, teachers and members of the community who use the facility on regular basis.

    a. Duration

    b. Phasing

4. Long term compatibility with School Program.

5. Operating and Maintenance Costs.

6. The extent to which the project fits within School Committee's stated objectives and the Town-wide financial plan.

7. The extent to which the completed project is accessible and available as a resource to the entire Town. For example, if a performance theater is listed in the scope, will it fulfill needs of the greater community?

8. The extent to which the project maximizes the value of the Town's investment. In other words, when the project is finished, what do we end up with?

Committee Recommendations

Immediate Repairs at the High School

The Committee recognizes that the process of project design, funding, and construction could take between 2-4 years to begin. Yet, there are a number of repairs necessary to ensure the safety of students and staff and the ongoing operation of the High School until any permanent renovation or new facility can be completed. The Committee recommends the following immediate actions and repairs for the High School.

1. CLEAN the High School.
2. Replace/repair roofing, flashing and insulation as needed to eliminate leaks.
3. Check and balance unit ventilators as outlined in the State report on the Indoor Air Quality at the High School.
4. Remove carpet on the second and third floor of the 1938 wing in areas that pose a potential health hazard from mold.
5. Repair fire alarm system to prevent false alarms and to ensure reliable detection of fires.
6. Replace floor tile where it is no longer adhered to the subsurface.
7. Clear debris from exterior air intake vents of unit ventilators.
8. Educate staff to the importance of keeping the unit ventilators clear of books, papers, and other materials.

9. Remove bird nests and bird wastes from building louvers. Screen openings with appropriate materials to prevent re-infestation.

10. Replace missing and broken windows.

11. Address issues to meet the accessibility needs of students and staff currently at the High School and any individuals that are expected to attend the school before any project is completed.

12. Repair plumbing, HVAC and electrical systems as needed to ensure ongoing operation and safety while a long term plan for the High School is developed and executed.

13. Make any additional emergency repairs suggested by SMMA.

Additional Information Required

1. To assist the Committee in its evaluation of the previously described Limited Renovation and Full Gut Rehab project options, a detailed survey of the condition of the entire High School needs to be done with an eye toward what is required to make the school functional for the next 50 years. This may result in a recommendation for a full scale renovation but at this time there is not enough information to conclude that definitively. A conceptual cost estimate of the recommended changes should accompany the study.
2. A conceptual estimate needs to be done of the cost of building a new high school on a "green field" site. Although the Committee has not performed an in-depth search of suitable sites, we recommend that the Hunnewell Fields be reviewed as a *potential* location.
3. A conceptual study and estimate needs to be done of the cost, layout and sequencing of building a new school in phases on the existing parking lot and/or the existing footprint of the High School. This may involve retaining some portion of the existing school.

This additional information is needed before the Committee can make substantive recommendations relating to project scope. If Town Meeting appropriates funds for this further conceptual study, the Committee expects to receive a report from SMMA on or before September 1, 2005. Accordingly, our recommendations assume that the School Committee will reconstitute this Committee upon receipt of this additional information.

Processes for Planning and Maintaining Buildings

1. Develop a comprehensive Master Plan for School Facilities, along with projected costs, to meet the structural and space needs of all schools within the Town. Such a plan would ask and answer the question, "Where are we heading?" Elements of the plan would cover

    a. Renovations;

    b. New buildings or additions;

    c. Additional modular structures; and

d. Major capital expenditures (e.g., roof replacement).

2. Develop, fund, and execute a Comprehensive Maintenance Program for all school buildings.

Final Thoughts

The Committee recognizes that the success of any project of this magnitude depends on the collective support of the community. While we commend the School Committee for its efforts to address the increasing enrollment and deteriorated conditions at the High School, the Committee notes that decisions relating to project objectives are being made in isolation from competing needs at other schools and the Town at large.

The Committee also observes that the two-phased project scope presented last December came as a surprise to many Town Meeting Members. This leads the Committee to conclude that there was a fundamental "*disconnect*" in the process used to bring the project to the Special Town Meeting. Specifically, the Committee believes that the process did not adequately allow for a rigorous review of the project options. As a consequence, Town Meeting was asked to commit funds to the largest project in the Town's history, but had no basis on which to assess the quality of the proposal. In an effort to better understand the process, the Committee reviewed the Town By-Laws (See Appendix D).

The Committee suggests that the disconnect is the result of (at least) two factors. First, when issues are not in their complete control, the Schools often portray those factors as "uncontrollable". This can lead to an abdication of responsibilities. Below are two examples which illustrate how this factor is pertinent to this discussion.

- When the issue of maintenance was discussed with the Schools, the Committee was told that the Town won't adequately fund these needs. Since the Schools have not presented or discussed a comprehensive school building maintenance plan and schedule at Town Meeting, members of the Committee cannot accept this as a valid explanation for the lack of such a program. Though Town Meeting is responsible for appropriating funds for these purposes, the Schools need to request (and be prepared to make the case for) those funds at Town Meeting.

- In discussions regarding this project, the Schools did not convey the distinction between those empowered to make decisions and those who *control* the decisions. This led some Committee members to form incorrect conclusions on the factors driving the project scope.

  For example, when questioned about the changes in Phase I that ultimately expanded the project scope to include an extensive renovation (Phase II), a frequent response was that "the PBC directed us to do it." The PBC did not. Furthermore, the response suggests and that the School Committee had no say in the matter.

  The Committee notes that the PBC is responsible for the development and execution of Town building projects. They take their direction from the client board (the School Committee in this case) regarding the project objectives and identify the scope of work necessary to meet those objectives. Therefore, through their role in defining project objectives, the Schools have ultimate control over project scope. Furthermore, since a

member of the School Committee is a voting member of the PBC on matters pertaining to school building projects, the Schools effectively share the decision making authority with the PBC.

With the above distinctions in mind, the Committee believes that a more informative response from the Schools would have been, "In order to meet our new project objectives of extending the High School's useful life by 50 years, the PBC determined that a Phase II would be needed." The Schools would be better served by acknowledging these distinctions when communicating with Town Meeting and other stakeholders.

The second factor contributing to the disconnect relates to the public's understanding of how this High School project developed. Projects of this scale are complex and this complexity requires a deliberate and proactive approach to keeping stakeholders apprised of key decisions and developments.

In the context of public projects, keeping in touch with the voters, the ultimate decision makers, becomes much more of a challenge. To address this need, we recommend that future project proposals be accompanied by a discussion of how project decisions will be handled between now and the next report to stakeholders. This discussion would identify the key issues and questions to be evaluated, the possible outcomes of each question, and the implications of each outcome. In short, this discussion would both provide stakeholders with a "roadmap" for where the School Committee is headed and serve to frame future discussions. Appendix E provides one example of how a decision-making process can be communicated to a wide range of stakeholders.

When the decision making process is transparent, it engenders credibility with stakeholders and provides the community with a sense of confidence that new initiatives have been thoroughly evaluated. The Committee is hopeful that its recommendations will further the cause of transparency and credibility and will minimize potential obstacles for the School Committee.

Appendix A: Recommendations of Prior Facilities Advisory Committee

Excerpts from November, 2003 Presentation

Subcommittee Charge

"The charge to the subcommittee is to review proposed renovation plans in light of student enrollment trends, space requirements and facility needs. Against a backdrop of difficult economic times and tight funding, the subcommittee will make recommendations to the School Committee. I do not expect the subcommittee to technically review building plans or costs, as this is the domain of the Permanent Building Committee."

Larry Kaplan, Chairman, Wellesley School Committee

Working Assumptions

- SBA funding will not be available for these projects.
- The Town will be responsible for the total costs of any repairs or renovation.
- Over the next 10 years, no additional renovation projects will be done at the Middle and High Schools.
    - Facility renovation strategy is to leverage efficiencies of scale and not break into multiple projects.
    - Additional work during this period would have to be funded through the annual capital budgets.

Wellesley High School

Enrollment

- Expected to grow from 1056 to 1258 over the next 5 years.
- After reviewing both the projections and the historical accuracy of the projections, the Subcommittee concurs that 1258 is a reasonable working estimate of future HS enrollment.
- To continue delivery of the current educational program, additional classroom space required for incoming students.

Program – There are no new initiatives on the horizon that will have a significant affect on space utilization.

Facilities

- Issues on second and third floors
- Broken windows
- Condition/Age of Roofs

High School Recommendations

The Subcommittee recommends a three story addition, a limited renovation of the second and third floors, and new roofs for the existing buildings.

These recommendations are intended to

- Accommodate the predicted enrollment increases at the High School
- Address specific health and safety issues
- Comply with ADA regulations
- Reclaim underutilized space for educational uses
- Ensure on-going operation of the facility

Building Maintenance Program

In order for the Town to make informed decisions about capital expenditures, the Schools need to raise the visibility of its building maintenance requirements.

- How much are we spending to protect and preserve its school facilities?
- How much should we be spending?

The Schools need to clarify its building maintenance philosophy and how this translates into an ongoing maintenance program.

Funds allocated to any maintenance program should be clearly identified within the Department's annual budget request.

Detailed Scope

Facilities Review Subcommittee: High School Recommendations
November 18, 2003

Work elements are as identified in the DesignPartnership Feasibility Study of May 16, 2003.

Work Element	Option A	Option B	Option C	Option D	Subcommittee Recommendations
Major Features					
3 Story Addition 30,000sf	**X**			**X**	Include as part of project scope.
Addition for Robotics 800 sf	**X**	**X**	**X**		Do not include as part of project scope.
Addition for Kitchen 800 sf	**X**	**X**	**X**		If this space is to be used as storage, the Subcommittee recommends against including this the scope of the project. If this addition is necessary to address capacity issues and reduce student queuing, the Subcommittee would support this as part of the scope.
Addition for Drama 1000 sf	**X**	**X**	**X**	**X**	Include as part of project scope.
Drama in Existing Lecture Hall	**X**			**X**	The Subcommittee recommends that Drama continue to use the Lecture Hall.
2 Story Addition 22,000 sf		**X**	**X**		Not Applicable - We recommend the 3 Story Addition
Split Lecture Hall to 2 Floors		**X**	**X**		Do not include as part of project scope. If necessary, this space can be reclaimed in the future.
Drama on 2nd Floor of Split Lecture Hall		**X**			Not Applicable - We recommend against splitting the Lecture Hall at this time.
Drama on 3rd Floor of Split Lecture Hall			**X**		Not Applicable - We recommend against splitting the Lecture Hall at this time.

Work Element	Option A	Option B	Option C	Option D	Subcommittee Recommendations
Selected Elements in Scope of Work **-Work Associated with Renovations**					
Program & Finish Upgrade Renovation Work	$4,800,000	~ $4,800,000	~ $4,800,000	$ -	On Second and Third Floor, include the following on the scope: Remove carpeting and VAT flooring. Replace with VCT. Address handicapped access issues, reconfigure the floor plan to create larger classrooms, provide more work areas for teachers, and increase instruction space for SPED programs.
Window/Panel Replacement	$ 1,450,000	~ $1,450,000	~ $1,450,000	$ -	Full window replacement is not needed at this time. Nevertheless, windows that are broken or in disrepair must be addressed The Subcommittee recommends that approximately 1/3 of the windows be replaced at this time and the remaining be replaced via a scheduled maintenance and replacement program.
Roofing, Flashing & Insul Replacement	$ 1,250,000	~ $1,250,000	~ $1,250,000	$ -	Include as part of project scope.
New Food Service Equipment	$ 400,000	~ $ 300,000	~ $ 300,000	$ -	Unless this equipment is required to address capacity and student queuing issues in the cafeteria, the Subcommittee recommends against including this the scope of the project.
Selected Plumbing, HVAC, & Elec Renovations	$ 3,080,000	~$ 3,080,000	~$ 3,080,000	$ -	Repair systems as needed to ensure the on-going operation and safety of the physical plant. The Subcommittee recommends that the remaining repairs be deferred.

Work Element	Option A	Option B	Option C	Option D	Subcommittee Recommendations
Theatrical Lighting & Rigging	$ 100,000	$ 100,000	$ 100,000	$ -	Do not include as part of project scope.
A/C Library	$ 80,000	$ 80,000	$ 80,000	$ -	Do not include as part of project scope.
A/C Existing Classrooms per plan	$ 700,000	$ 700,000	$ 700,000	3rd Floor	Per the architect's report, the 3rd floor ventilation issues can not be addressed unless A/C is installed. Given the severity of these issues, the Subcommittee recommends that this work be included as part of project scope.
A/C Auditorium	$ 120,000	$ 120,000	$ 120,000	$ -	Do not include as part of project scope.
-Work Not Tied to Renovations					
A/C New Classrooms Addition	$ 384,000	$ 248,000	$ 248,000	$ 426,000	Although this building is not slated for year-round use, a variety of circumstances may make this a necessity in the future. Therefore, the Subcommittee recommends that the building be designed and constructed such that A/C can be installed with minimal cost and little disruption to the building infrastructure. That is, we recommend that all necessary ducting, etc. be installed to support air conditioning the new building. However, we recommend against installing compressors and the A/C equipment at this time.
Furniture, Equipment, & Technology Purchases					
-Furniture for Addition	**$ 182,275**	**$ 182,275**	**$ 182,275**	**$ 200,000**	Include as part of project scope.
-Furniture for Renovated Areas	**$ 800,000**	**$ 800,000**	**$ 800,000**	**$ -**	Include furniture to outfit new areas on the 2nd and 3rd floors.
Classrooms (Assumes reuse of 650 stations)	*$ 122,500*	*$ 122,500*	*$ 122,500*	*$ -*	

Work Element	Option A	Option B	Option C	Option D	Subcommittee Recommendations
15 Small Group Rooms	*$ 45,000*	*$ 45,000*	*$ 45,000*	*$ -*	
3 Art Rooms & Photog	*$ 40,000*	*$ 40,000*	*$ 40,000*	*$ -*	
Media Center	*$ 150,000*	*$ 150,000*	*$ 150,000*	*$ -*	
2 Child Labs	*$ 14,000*	*$ 14,000*	*$ 14,000*	*$ -*	
9 SPED Rooms	*$ 54,000*	*$ 54,000*	*$ 54,000*	*$ -*	
50% Replacement of Admin, Offices, Misc Spaces	*$ 50,000*	*$ 50,000*	*$ 50,000*	*$ -*	
Cafeteria	*$ 75,000*	*$ 75,000*	*$ 75,000*	*$ -*	
50% Replacement of Gym, Fitness, Dance, Equipment	*$ 50,000*	*$ 50,000*	*$ 50,000*	*$ -*	
50% Replacement of Maint Equipment	*$ 40,000*	*$ 40,000*	*$ 40,000*	*$ -*	
50% Replacement of Office Equipment	*$ 50,000*	*$ 50,000*	*$ 50,000*	*$ -*	
50% Replacement of Music/Band Equipment	*$ 50,000*	*$ 50,000*	*$ 50,000*	*$ -*	
50% Replacement of AV Equipment	*$ 25,000*	*$ 25,000*	*$ 25,000*	*$ -*	
Contingency Amt for Furn in Ren Areas	*$ 34,500*	*$ 34,500*	*$ 34,500*	*$ -*	
Ed. Technology	**$ 375,000**	**$ 375,000**	**$ 375,000**	**$ 375,000**	Include as part of project scope.
Video Projection Systems (100)	*$ 375,000*	*$ 375,000*	*$ 375,000*	*$ 375,000*	
Voice Data Video Clock & Sound Systems	**$ 544,000**	**$ 544,000**	**$ 544,000**	**$ 544,000**	Include as part of project scope.
Voice Data Video Infra	*$ 277,500*	*$ 277,500*	*$ 277,500*	*$ 277,500*	
Telephone System	*$ 96,500*	*$ 96,500*	*$ 96,500*	*$ 96,500*	
Clocks/Intercom/PA	*$ 70,000*	*$ 70,000*	*$ 70,000*	*$ 70,000*	

Work Element	Option A	Option B	Option C	Option D	Subcommittee Recommendations
Sound Systems for Gym, Cafeteria	*$ 25,000*	*$ 25,000*	*$ 25,000*	*$ 25,000*	
Auditorium Sound System	*$ 60,000*	*$ 60,000*	*$ 60,000*	*$ 60,000*	
Security System	*$ 15,000*	*$ 15,000*	*$ 15,000*	*$ 15,000*	

Appendix B: Wellesley High School Facility Advisory Committee Members

Member	Background
Marlene Allen 29 Rice Street	Former Advisory Committee Chair, Residential Realtor, Former Teacher, WHS Neighbor, Town Meeting Member
Ken Baer 16 Livermore Road	Commercial Real Estate
Tory DeFazio 88 Fuller Brook Road	Owner: Windsor Press, Wellesley Historical Society, Wellesley Archives Committee, Town Meeting Member
George Field* 53 Windsor Road	Attorney, Former High School Teacher, Town Meeting Member
Jan Gleysteen* 19 Elm St.	Architect
Tom Goemaat* 58 Hundreds Road	Commercial Construction
Mary Forte Hayes 19C Oak Street	Former WHS Principal, Consultant
Curt Smith 9 Wingate Road	Small Business Owner, Playing Fields Task Force, Town Meeting Member
Jack Sullivan 20 Paine Street	Construction, WHS neighbor
Terri Tsagaris 73 Longfellow Road	WMS PTO President, Town Meeting Member
Cynthia Westerman 25 Seaver Street	Project Management, WHS neighbor
Michael Humphrys* – Chairman 44 Shirley Road	Former Member of Advisory Committee, Town Meeting Member

*Member, 2003 Wellesley Middle School & High School Facilities Advisory Committee

Appendix C:
Generic Approaches & Options for the High School Project

In the *abstract*, the Committee sees the following options as a starting point for arriving at its final recommendations. Project objectives will ultimately determine the approach (or combination of approaches) which will best address those objectives and the needs at the High School.

1. Do nothing.
2. Make emergency/immediate repairs
3. Explore school capacity alternatives.
    a. Process redesign
    b. Program redesign
    c. Modular use
4. Partially renovate.
5. Build an addition.
6. Completely renovate.
7. Build a new school.

Appendix D:
Summary of PBC and Client Board Roles in Town Building Projects

Permanent Building Committee

1. Article 14 of the Town By-Laws specifies the duties and responsibilities of the PBC. Those duties include developing financial estimates and overseeing the design and construction of building projects.
2. In practice, the PBC looks to the client board (in this case, the School Committee) to define the scope and objectives of a building project. The PBC terms this as the building program.
3. The scope is approved by Town Meeting and the PBC is required to stay within those bounds.
4. The PBC then works with professionals to
    a. Design a project based on the building program,
    b. Support the client board in presenting the building program at Town Meeting, and
    c. Supervise building construction.
    d. A member of the client board meets with the PBC throughout this process. For school building projects, a member of the School Committee sits on the PBC as a voting member.

School Committee (Client Board)

The School Committee

1. Defines objectives of building project,
2. Requests funding for projects from Town Meeting and Town voters, and monitors progress in building project as a voting member of the PBC for issues specific to their project.

Appendix E:
Sample Roadmap to Communicate Decision-Making Processes

Process for Quantifying Impact of Projected HS Enrollment on Space Needs